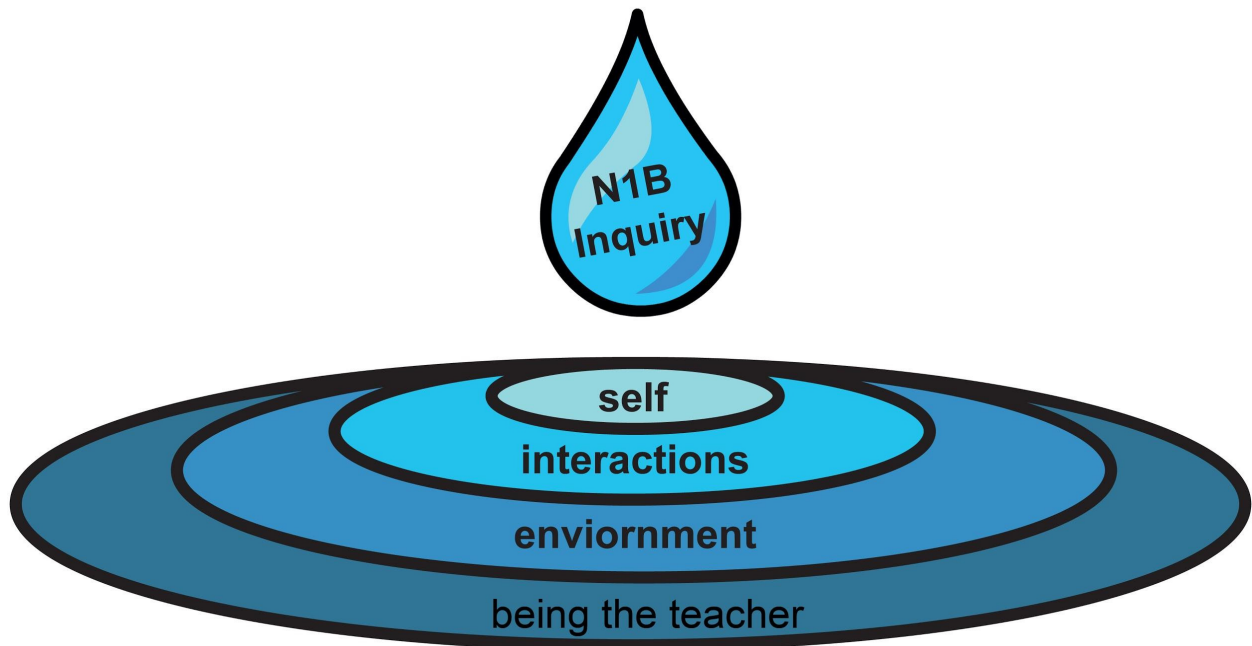


Making Connection to the World Around Us

(Relationships and Communication)

N1B Owls Inquiry
2015 - 2016

N1B Owl



Term 1:

Being Unique in a Group

Focus Question(s):

How am I responsible and competent at school?

How do we interact with resources respectfully?

What is the aircraft?

Term 2:

Connecting through Interactions

Focus Question:

How do we connect with the world around us through interactions?

Term 3:

Extending Exploration to the Environment

Focus Question:

How does the environment further our understandings?

Term 4:

Consolidating the Learning

Focus Question:

How can we incorporate our learning into our daily experiences?

Natalie

T1 > Settling In - being responsible and competent at school, using senses to learn about self, similarities / differences

Big Idea: *Belonging and Relationships: Identity*

Learner Profile: (whole group)

Social-Cultural

LTG: *positive sense of self*

Learner Profile: (child specific)

Communicator

LTG: *verbal (and non verbal) languages*

Thinker

LTG: *problem solving and planning skills*

Physical

LTG: *positive image of self*

T2 > Interacting with Others - home & school: show/tell, family visits, focus friend; through communication: cooperative play, attention seeking, kind words, asking/answering, conversations, active listeners, emotions

Big Idea: *Communication Capabilities: Reciprocal Communication*

Learner Profile: (whole group) - Page 1 and 2

Communicator

LTG: *verbal (and non verbal) languages*

Social-Cultural Context

LTG: *negotiation in social context*

Learner Profile: (child specific) Page 3

Communicator

LTG: *The symbolic language*

Thinker

LTG: *Mathematical understandings*

Agent of Change

LTG: *role in relation to social sustainability and global social justice*

T3 > The Environment as a Teacher - colours, shapes, balance, numbers, size, sounds, sharing / taking turns with limited resources, controlling the volume of their voice, having spatial awareness, imaginary play, using conversations to share their ideas with others

Big Idea:

Belonging and Relationships: Connections to people, places and things

Communication capabilities: Being interpersonal

Learner Profile: (whole group) - Page 1 and 2

Social-Cultural

LTG: The ability to self motivate and to realistically regulate one's feelings and emotions; to persist when faced with a challenge; to accept responsibility for their actions and emotions and feel empowered;

Thinking

LTG: Problem solving and planning skills, logical, critical, creative and lateral thinking

Communication - Verbal, Expressive, Printed

T4 > Becoming the Teacher - helping others, showing responsibility, teaching others, challenging self, learning from mistakes, knowing limitations, making helpful choices,

Big Idea:

Belonging and Relationships: Community

How the World Works: Building on understanding of the world around

Communication capabilities: How, what and why we communicate - literacy (Reading, Writing, Speaking & Listening) / (Reading, Writing, Oral language & Non-verbal communication)

Learner Profile: (whole group) - Page 1 and 2

Social-Cultural

LTG:

A sense of autonomy, the ability to work both independently and interdependently

Agent of Change

LTG: Understanding of their role in relation to social sustainability and global social justice

Hana / Nurul

T1 > Everything has its Place - interacting with resources respectfully, located and using resources around the school

Big Idea: Belonging and Relationships: Connections to people, places, and things

Learner Profile: (whole group)

Social-Cultural

LTG: sense of autonomy

Learner Profile: (whole group)

Communicator

LTG: verbal (and non verbal) languages

T2 > Interaction with Materials - materials, sticky properties, change over time, colours

Big Idea: How the World Works: Building on Understanding of the World Around

Learner Profile: (whole group)

Thinking Child

LTG: problem solving skills and planning skills

Learner Profile: (whole group)

Social-Cultural Context

LTG: team membership and leadership skills

T3 > Materials in our Environment - natural materials / recycling

Big Idea:

How the world works: Sustainability

Communication capabilities: Being interpersonal

Learner Profile: (whole group)

Thinking

LTG: Problem solving and planning skills, logical, critical, creative and lateral thinking

Agent of Change

LTG: Appreciation of and respect for the natural world (living and non living things)

T4 > Using Materials to Explore Straight Lines

Big Idea:

Belonging and Relationships: Community

How the World Works: Building on understanding of the world around

Communication capabilities: Reciprocal Communication

Learner Profile: (whole group)

Social-Cultural

LTG: A sense of autonomy, the ability to work both independently and interdependently;

Communicator

LTG: Verbal (and non verbal) language(s)

Ella

T1 > Transportation - place to place (transportation)

Big Idea: Belonging and Relationships: Community

T2 > Interaction with Language - how do we get to/from school, Interacting with others

using Mandarin: kind words, conversations, active listeners, emotions

Big Idea: Communication Capabilities: Reciprocal Communication

Learner Profile: (whole group) - Page 1 and 2

Communicator

LTG: verbal (and non verbal) languages

Social-Cultural Context

LTG: team membership and leadership skills

T3 > Mandarin Vocabulary for the Environment - weather, labeling the classroom, jobs, routines

Big Idea:

How the world works: Mathematical, Scientific and Technological understandings

Communication capabilities: Being interpersonal

Learner Profile: (whole group) - Page 1 and 2

Thinking

LTG: Scientific and technological understandings

Communicator

LTG: Verbal (and non verbal) Languages

T4 > Using Mandarin Vocabulary in Life

Big Idea:

How the World Works: Building on understanding of the world around

Communication capabilities: Being interpersonal

100 Languages Exhibition

Language of Interaction

> Through Conversations > Paint > Materials > Collaboration

- **Movie** of cooperative play
- **Collaboration creations** from Materials: Recycled, Craft, and Natural
- **Collaborative Drawing / Paintings** depicting "How to be a Friend"
- **Open-Ended Materials** representing Mandarin Vocabulary

> Create a collaborative piece during the exhibit to be placed within the school

- Mosaic tiles using cement (with Trish)

Term 1

Begin Unique in a Group

With the start to a new year, and the addition of a new teacher, Term 1 was a focus of settling into the routine, schedule, and understandings of our new class.

We focused on the responsibilities and ways to be competent while at school, which lead to discusses of the children as individuals. We further explored our senses and how they could help us in the school setting.

As part of the routine, the children were invited to revisit different shared learning areas to remember their purposes. With the new year, the expectation was that the children would actively participate and engage in the care and cleaning of these areas when the experience was completed.

These skills were extended when the children assisted in the complete process of making play-doh; starting from collecting the ingredients to clean the area, and adding different tools to explore with the play-doh.

The Mandarin focus was on the children's different modes of transportation to and from school, as well as others they may have encountered during their travels.

Term 2 - Core

Exploring "How to be Friends"

Interacting with others using Communication

19 - 23 October, Tuning In

During our first term together, the children were observed attempting to engage other friends and teachers. There was a desire to bring items from home to share. Many of the goals that were set during the Parent-Teacher Conferences were focused on ways to interact with others in a positive manner. We continued to observe these behaviours as we started Term 2.

26 October - 13 November, Finding Out

Documenting new information of conversations, using kind words, being active listeners, and observing facial cues.

Communicating with Others

conversation
(talking with friends)

happy

angry

sad

We can be active listeners.

listening ears

watching eyes

quiet mouth

still body

We can use facial cues to know how a friend is feeling.

Please (Nana)

Thank You (Leo)

Hello (Sebby)

Help Me (Jai Veer)

Good Morning (Ellie Victoria)

Ni Hao (Aime)

Excuse me (Alexander)

While in the shared spaces, the children have discussed and practiced different ways to engage and interact with each other positively by using kind words.

18 November, Sorting Out/Reflection/Action

Using colour pencils and working together to draw 1 picture.

Gabby, Nora, Alexander - "Fire Engine"
Jai Veer, Ria, Ellie Victoria, Manu, Nora - "Animals"



23-24 November, Going Further

Acting out newfound knowledge learned from *animal friends*.

Fyodor, Viggo, Minato, & Ellie - Playing with friends

Fyodor & Nora - Running with friends

Ellie & Zev - Climbing with friends

Anne & Jai Veer - Walking with friends

Manu & Gabby - Sitting with friends

Ria & Minato - Helping friends

Ellie Victoria & Andrew - Jumping with friends

Leo & Zev - Hugging friends





27 November, Sorting Out/Reflection/Action

Demonstrating ability to cooperatively engage in shared learning space.



2 - 4 December, Going Further

Visit *big kid* classrooms to learn how to be better friends.



7 December, Reflection & Action

Painting with watercolours to share newfound knowledge learned from the *big kids*.

We're drawing what our friends can do to be friends. (Anne)

Leo 1 - Being Nice

Leo 2 - Sleeping

Jai Veer 1 - Running in the Rain

Jai Veer 2 - Playing

Ellie 1 - Gentle Hands

Ellie 2 - Stomping Feet

Ria - Hugging



8 December, Reflection & Action

Painting with acrylic paints to share newfound knowledge learned from the *big kids*.

Viggo - Playing football

Gabby - Cuddling

Andrew - Riding bus

Ellie V - Hugging



Working together to clean up the mess made.



9 December, Reflection & Action

Painting with acrylic paints to share newfound knowledge learned from the *big kids*.

Zev - Driving in racing car

Alexander - Exercise

Fyodor - Climbing

Minato - Run

Nora - Painting



Cleaning up together

Term 2 - Associate

Exploring "sticky properties"

Interacting with materials

19 - 23 October, Tuning In

Exploring different types of sticky materials.

Sticky materials such as the masking tape, glue stick, sticky contact paper and liquid glue, were prepared for the children to explore its texture and properties.



Testing out their theories of getting rid of the dried glue on their hands



26 - 30 October, Finding Out

Focusing on white glue and examining what the glue can do to our hands.

We tested out theories of having the white glue stuck in our hands. We learned descriptive words such as *sticky*, *wet*, *stuck*.



We also experimented our sticky hands on papers. We discovered that the papers could also get stuck in our hands!



2 - 13 November, Going Further

Observing the change of glue over time.

We squeezed an ample amount of glue on translucent containers/small trays.



Using magnifying glasses, we observed closer on the texture of the glue that we had left overnight/ over the weekend. We noticed *bubbles* and *spots*.



We also identified the differences of glue when it was sticky and when it had dried up.



16 - 24 November, Sorting Out

Reconnecting with the mirror and describing how dried glue looks and feels.



25 November - 2 December, Going Further

Adding colors and dimensions to the glue investigation.

We explored different mediums of adding colours. For example, we added paints and diluted food colouring to observe the difference of the glue's texture on the mirror.



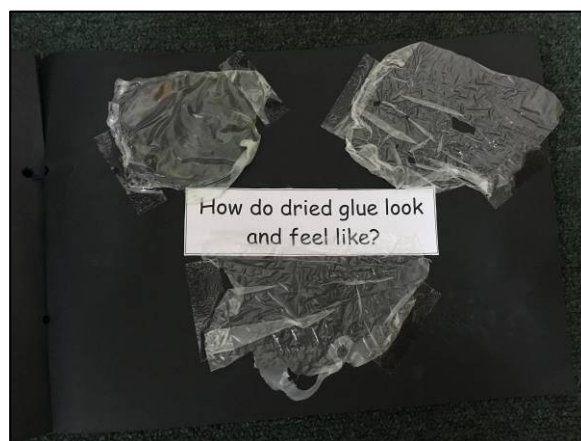
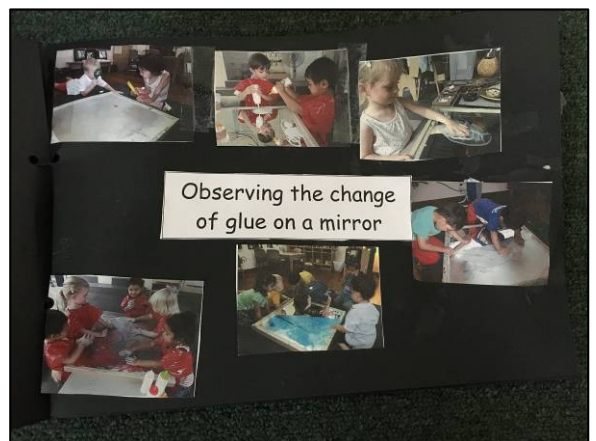
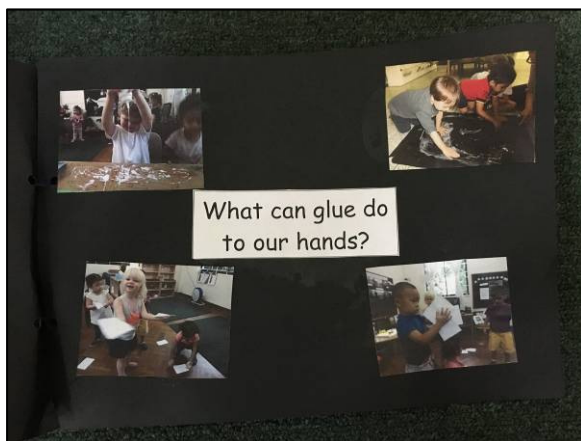
We worked together to peel off the coloured dried glue off the mirror.



3 - 8 December, Reflection & Action

Share investigation of sticky properties, focusing on glue, through a class created book.

This week, we concluded our inquiry on the sticky properties. Across the week, we recalled the stages of interacting with sticky properties. Each page brought intentional purposes children were invited to offer their insights at each pages, for example, using the sticky tape to paste the photographs on the book themselves. The "glue book" was placed together with the library books in the basket for children to continue make connections.



Term 2 - Mandarin

探索 “如何成为朋友”

Exploring “How to be Friends”

Interacting using the Mandarin Language

19 - 23 October, Tuning In

在我们第一个学期里，孩子们观察到老师和身边的朋友，还有就是从家里带项目和自己的想法来学习大家一起来分享。在家长会中，许多家长设置了目标，关于如何与他人互动以及用怎样的态度与身边的朋友沟通，通过我们继续观他们的行为，我们从第二学期开始实施了。

During our first term together, the children were observed attempting to engage other friends and teachers. There was a desire to bring items from home to share. Many of the goals that were set during the Parent-Teacher Conferences were focused on ways to interact with others in a positive manner. We continued to observe these behaviours as we started Term 2.

19 - 23 October, Finding Out

谈话记录分享信息，用词语、短句、
倾听的方式反思来分享。

Practicing new information of conversations, using kind words, being active listeners, and observing facial cues.



在环境中和身边的朋友进行互动，学习华语。
The children practiced using Mandarin with their friends.



26 October - 6 November, Sorting Out

通过对火车的认识，学习火车的发音，探究画火车
玩火车游戏。

大大、微微、亚历、学仁 —火车

The children were building awareness about trains. They learned to pronounce the Mandarin word for "train". They explored trains through painting and playing train games.

Leo, Jai veer Alex, Andrew - Train



23 - 27 November, Going Further

与同伴之间互动交流来学习华文。

The teacher provided experiences that promoted interaction between peers to learn and further practice Mandarin.



30 November - 11 December, Reflection & Action

在与同伴互动过程中，他们能尝试说出华文词汇。

While interacting with peers, they tried to using the Chinese vocabulary we have been exploring.



Term 3 - Core

Environment as a Teacher

Learning from Everything around Us

11 - 15 January, Tuning In

This term, we extended our learning to explore our environment. To gain a better understanding of what the children were interested in learning from the world around them, I tuned in to the skills and understandings that were gained through assistance from the environment. I observed the children using the ENVIRONMENT to further their understanding about:

- sharing / taking turns with limited resources
 - controlling the volume of their voice
 - having spatial awareness
 - imaginary play
- using conversations to share their ideas with others
 - colours
 - shapes
 - balance
 - numbers
 - size
 - sounds

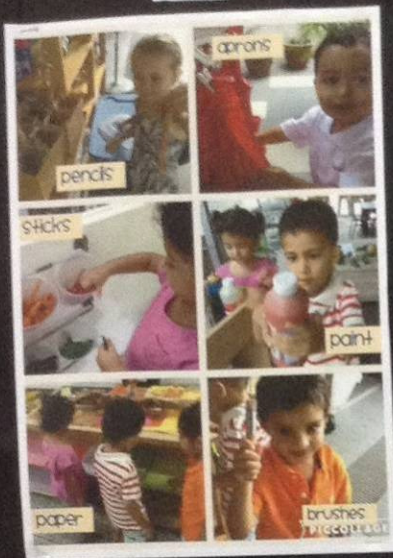
Through these observations, I intend to propose the following question:

- How does our environment help us to learn?
 - How/What does it teach us?

18 - 22 January, Finding Out / Sorting Out

To challenge the children's idea about the environment, I presented them with the definition of "everything around us". Then we went on excursions around the school to explore the different environments. The children helped to create visual lists of the items found in each environment. Then, with the help of all the friends, we labeled the different environments.

Art



Dress Up



Block



Music



Dining



Garden



25 - 29 January, Finding Out / Sorting Out

Once the children demonstrated understandings of the different environments within the school setting, we began to look at our specific jobs for each.

Choose to go to the **Art** Environment.

Discussed jobs for this specific environment:

- paint (with hands)
 - draw
- make sticky glue
 - use popsicles
 - play
- make something
- wear aprons so we don't draw on shirt / dress

Choose to go to the **Light** Environment.

Discussed jobs for this specific environment:

- put on light
- make necklace
- look at Minato
- carry the stones
- look in mirror
 - clean up

Choose to go to the **Block** Environment.

Discussed jobs for this specific environment:

- build
- not knock down
 - clean up
 - drive cars
 - play
- ask friends

Choose to go to the **Dress Up** Environment.

Discussed jobs for this specific environment:

- dress up
- pretend
- carry a bag
- open / close umbrella
 - put on hat
- look in mirror

We then added labels of these jobs to our documentation board, matching which environment they went with. We concluded that "**Our job is to play,**" since that is the job we can do in any environment.

Just Playing

Anita Wadley Edmond, Oklahoma

When I am building in the block room,
Please don't say I'm "Just Playing."
For, you see, I'm learning as I play,
About balance and shapes.
Who knows, I may be an **architect**
someday.

When I am getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm "Just Playing."
For, you see, I'm learning as I play.
I'm expressing myself and being
creative.
I may be an **artist** or an **inventor**
someday.

When you see me sitting in a chair
"Reading" to an imaginary audience,
*Please don't laugh and think I'm
"Just Playing."*
For, you see, I'm learning as I play.
I may be a **teacher** someday.

When you see me combing the
bushes for bugs,
Or packing my pockets with choice
things I find,
Don't pass it off as "Just Play."
For, you see, I'm learning as I play.
I may be a **scientist** someday.

When you see me engrossed in a puzzle
or some "plaything" at my school,

*Please don't feel that time is wasted in
"Play."*

For, you see, I'm learning as I play.
I'm learning to solve problems and
concentrate.
I may be in **business** some day.

When you see me cooking or tasting
foods,
*Please don't think that because I enjoy
it, it is "Just Play."*

For, you see, I'm learning as I play.
I'm learning to follow directions and see
differences. I may be a **cook** someday.

When you see me learning to skip, hop,
run, and move my body,
Please don't say I'm "Just Playing."
For, you see, I'm learning as I play.
I'm learning how my body works.
I may be a **doctor, nurse, or athlete**
someday.

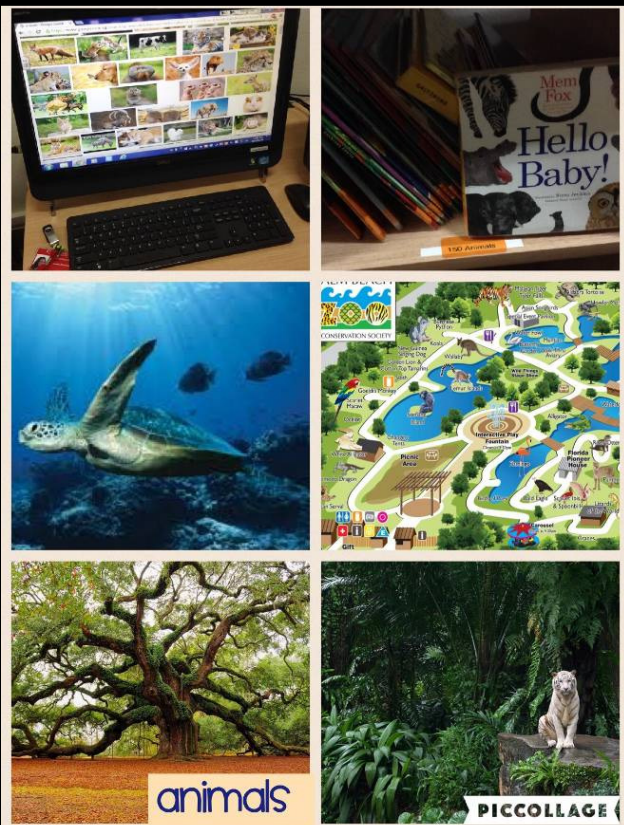
When you ask me what I've done at
school today,
And I say, I "Just played."
Please don't misunderstand me.
For, you see, I'm learning as I play.
**I'm learning to enjoy and be
successful at my work,**

I'm preparing for tomorrow.

Today, I am a child and my
work is play.

1 February - 1 March, Going Further

Starting in the classroom, the children were present with specific toys that evoked a "focus" learning skill. Then they were invited to visit different environments looking to see if they we could further discover that focused skill.





2 - 18 March, Going Further

The children were invited to **further explore the environment as a teacher**. They were presented with the question, **"How do we learn?"** As they investigated, they discovered that they must first **setup their experiences by collecting the needed items**. Then they began to work. The children practiced **working together and by themselves**.

To end the experience, the children **worked together to pack away, placing all items back to where they belong**.

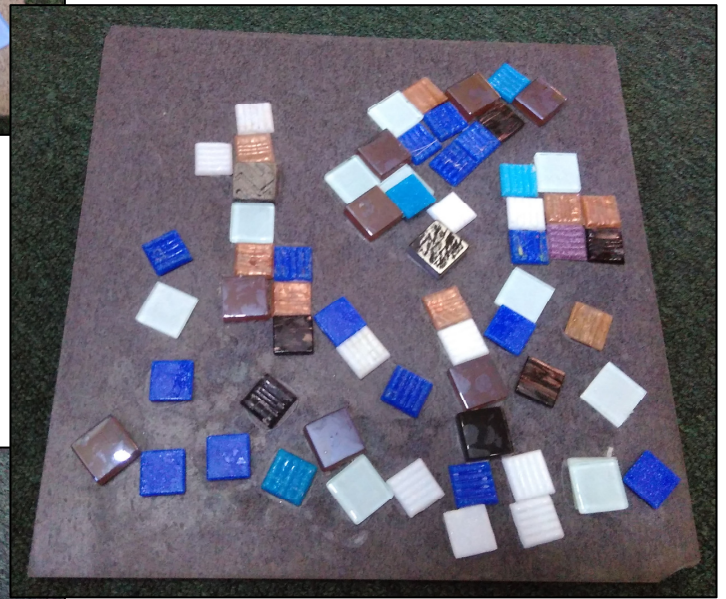
Through learning the steps to create an experience, the children were able to **take growing ownership of their learning and be active participants** through the whole process.

Some children have used this as a way to **further develop and demonstrate their independence and responsibility**.



21 - 24 March, Reflection & Action

Create collage tile collaboration pieces using **the competencies explored throughout the term**. Children collected their items, worked (together or by themselves) to complete the task, and then packed away. We will continue to work on these tile creations and extend this project to the school community during the 100 Languages Exhibit.



Term 3 - Associate

Materials in our Environment

Recycled, Craft and Natural Materials

11 - 15 January, Tuning in

This term we extended our learning to explore the **materials within our environment**. As a start, provocations with various types of materials were set up at a work table in the classroom.



During small group learning time, children were invited to explore the **Recycled Resources Area** and were tasked to identify familiar materials.



Used bottles



Used tissue cardboard rolls



Empty tissue boxes



Empty egg trays



Old magazines



Familiar classroom items that were found at the area

18 - 22 January, Tuning In / Finding Out

This week we continued our hunt to collect more materials at a different area in the school. We decided to focus at the **Indoor Art Atelier** whereby there were more card boards available, and familiar craft materials that the children identified similar to what we had in the classroom.



The children also began **put together the materials that they had collected** since the previous week. They were also encouraged to **work together with a friend**



Using card board roll and popsicle sticks to make a house



Using scissors and sticky tape to add details to a creation



Working together to make 'Wheels on the Bus' using card board and craft materials

25 - 29 January, Sorting Out (using boxes)

The children continued to work with the various collected materials.

This week, Ms Hana intentionally provided different boxes for children to create something new. Dialogues were exchanged to gather their ideas and finding out how they would like together.

Ms Hana supported their experience by asking the following:

- ⇒ *Which part of the "taxi" would you like to work on?*
- ⇒ *Would you like to work with (child's name) since he/she is also working on that area?*
- ⇒ *What materials do you need to collect together?*



1 - 5 February, Sorting Out (using bottles)

The children also delved further into planning and discussions on how they would like to design the bottles or turn them into something new together. Ideas were gathered and in groups, children decided to paint the bottles, wrap using bubble wraps. The children were also encouraged to continue previous day's project before beginning to make something new on their own. For example, attaching a string to bottles (painted and wrapped) to connect them together.

Ms Hana supported their experience by asking the following:

- ⇒ *Instead of pasting and using sticky tape, could we try using a different method to make something new?*
- ⇒ *How can we work together?*
- ⇒ *Could we continue what our friends' had left with yesterday?*



14 - 18 February, Sorting Out (using tins and cans)

At this learning stage, the children had gained more confidence and acquired various ideas on how to create their shared masterpieces.

To extend their learning, using tins and cans now, the children were to collect their own set of materials for adding their personal details. Again, they were also encouraged to discuss and work with a friend or two together.

Ms Hana supported their experience by asking the following:

- ⇒ *What do you and your friend(s) need to add on the tins/cans?*
- ⇒ *Where could you collect the materials? How many do you need?*
- ⇒ *How can we use boxes and card boards together with the tins?*
- ⇒ *Could we put all of them together and make something new?*



22 February - 2 March, Going Further (Natural materials)

The children deepened their understanding of working with materials beyond; into the Garden environment. It also began when one of the children brought in Saga Seeds into the classroom. Children's curiosity were further supported and they also began to collect various types of natural materials.



Observation chart was created to record children's ideas and predictions about the natural materials.

Children's observations and predictions on Natural Materials

Friday, 26 Feb	Monday, 29 Feb	Tuesday, 1 Mar	Wednesday, 2 Mar
<ul style="list-style-type: none"> - Seeds will disappear - Leaves will turn into purple - Saga seeds will grow - Stems will turn into green 	<ul style="list-style-type: none"> - Stems do not turn brown - Leaves didn't turn purple - Saga seeds didn't grow - Leaves will turn to purple tomorrow, stems too 	<ul style="list-style-type: none"> - Leaves didn't turn into purple - Saga seeds are still red - Leaves grown longer - Leaves turn brown, yesterday it was green - Tomorrow these natural materials will change colours again 	<ul style="list-style-type: none"> - Saga seeds are still red - Stems don't change colours again - Zev brought his saga seeds to school today - Stems are very long today - Andrew tried to cut the saga seeds into half because they are not growing

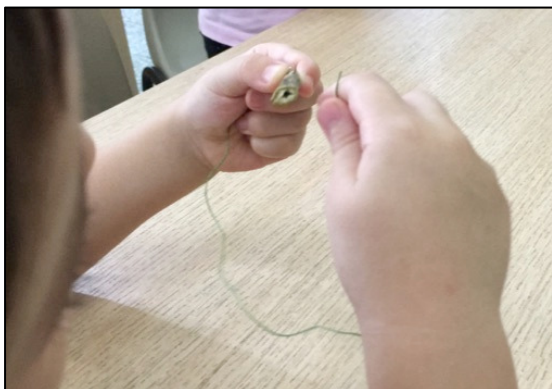
The days afterwards, children decided to make something new using the natural materials and to continue collecting more natural materials in the garden.

3 - 10 March, Going Further (continued)



14 - 17 March, Going Further (Incorporating wire to natural materials)

Children had grown to be more confident and vocal when experimenting their ideas and theories. They investigated more possibilities with wire and find out ways to connect it to natural materials. Sticks and stems were used as the main choices to allow children work with wire.



21 - 24 March, Reflection / Action (Creating a masterpiece)

The children ended off the term by creating a masterpiece collaboratively. Using a tile, children worked together to design using the various materials learned throughout the term.



Term 3 - Mandarin

在环境中学习华文词

Mandarin Vocabulary in the Environment

11-15 January, Tuning In

这学期，我们扩展孩子们的词汇量，探索我们身边的环境。为了更好地让不同的孩子们通过周围的环境来学习语言知识，我们通过从环境来帮助孩子们理解并获得的语言知识技巧。我使用身边的环境，进一步了解他们观察到的孩子们：

- 共享/轮流用有限的资源
- 控制自己说话的音量
- 有空间意识
- 用对话的方式与他人分享他们的想法
 - 颜色
 - 形状
 - 数字
 - 尺寸
 - 声音

通过这些观察，我打算提出以下问题：

- 我们的环境如何帮助我们学习？
- 如何教我们？

This semester, we expanded the children's vocabulary by exploring the environment around us. In order to allow different children to learn the language of the surrounding environments, we passed through different areas in the school. The children used the environment around them, to learn more about what they observed:

- Sharing / rotation with limited resources
- Volume control speak for themselves
- Space awareness
- Conversational way to share their ideas with others
- Colour, Shape, Size, Sound

Through these observations, I intend to raise the following questions:

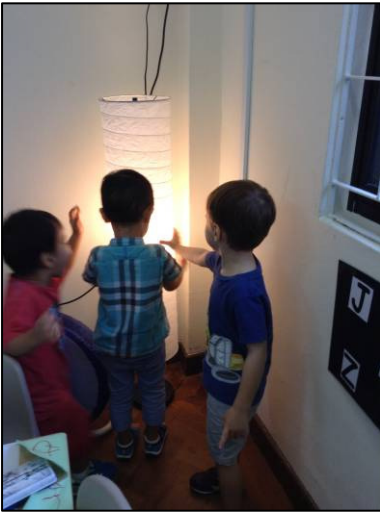
- How can the environment help us learn?
- What can it teach us?

18 - 29 January, Finding Out / Sorting Out

查明与了解/排序整理

为了挑战孩子对环境物品中的认识，我探索身边的环境“我们的课室”，然后我们去探索课室里面不同的区角，孩子们能通过倾听老师的指令找出物品。

We explored the environment and learned to identify different items. Children listened to the teacher's instructions to find these items throughout the classroom.



我们通过图片游戏。让孩子们进一步掌握华文词汇如：柜子、电脑、门、钟、床、窗户等等。



Using pictures, the children further explored the Chinese words such as: cabinets, computers, door, bed, window and so on.

2 February - 1 March, Going Further

持续学习

在身边的环境中，学习新的华文词汇（狮子、梅花、红色、绿色、三角铁、鞭炮、飞机等）



In the immediate environment, the children learned new Chinese vocabulary related to the experiences they were engaged in. (ex. lion, blossoms, red, green, triangle, fireworks, aircraft, etc.)

在环境中学习新的单词：（眼镜、雨伞、汤圆、蜗牛、泡泡、火车、帽子）等等



The children continued to learn new words in Mandarin throughout the different environments. Such as: glasses, umbrella, dumplings, snails, bubbles, trains, fireman hat, etc.

21 - 24 March, Reflection & Action

孩子们能在环境中和身边的朋友进行互动，能用华文表达自己的想法。

会表达的华文词汇和华文句型：老师，我要做窗户。

老师，我要开火车。

老师，我要高高。

老师，我要唱《划小船》等等。



Children can express their ideas and interact with friends using the Chinese language. Using Chinese vocabulary, they were able to form sentences. For example:

Teacher, I want to open the train.

Teacher, I want high.

Teacher, I want to sing "Row, Row, Row Your Boat" and so on.

Term 4 - Core

Becoming the Teacher

Consolidating Learning and Sharing with Others

11 - 22 April, Tuning In

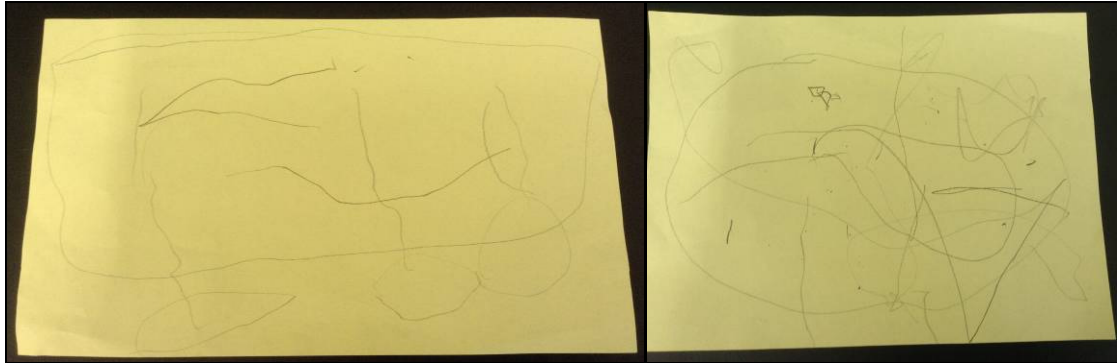
Observed and worked alongside the children demonstrating their ability of "Being the Teacher" by: helping others, showing responsibility, teaching others, challenging themselves, learning from their mistakes, demonstrating knowledge of their limitations, making helpful choices, assisting others.



25 April - 4 May, Finding Out / Sorting Out

The children were invited to have a conversation of ways to be helpful. Then they presented their ideas using different languages.

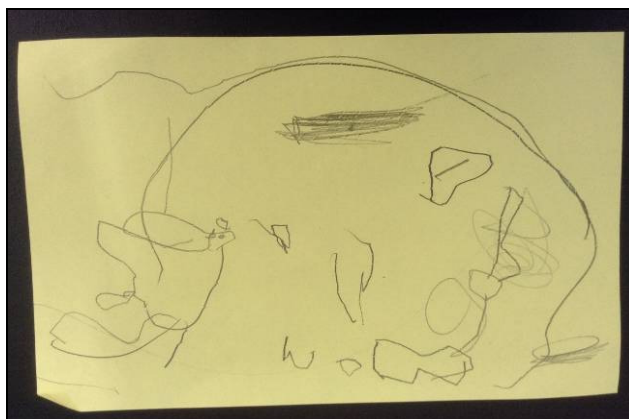
One group shared their thinking by using their marking making skills.



Bus picking up friends By Leonardo

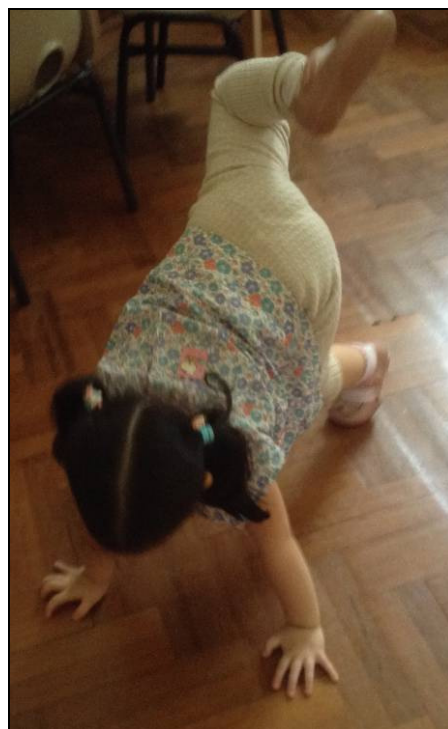
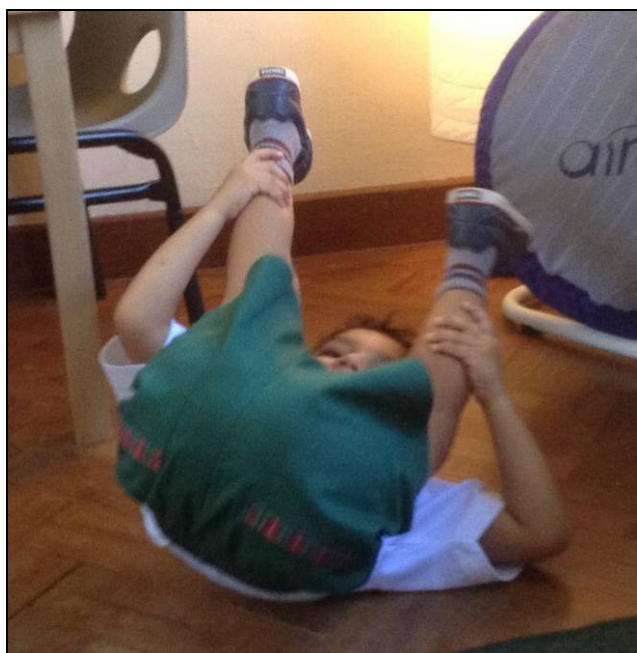


Princess playing with friends By Gabriela



Baby princess is listening By Nora

Another group used their physical movements to *teach something new.*



A third group wanted to **share their knowledge** of the Days of the Week. They began by singing the song we know. To extend on this line of exploration, the day cards from our Morning Meeting board were presented.

The children **observed the different cards**, looking for straight lines. Then **organized them** and used their pointing fingers as they sang the song again, this time on camera to help teach their friends.



29 April, 6, and 13 May, Finding Out / Sorting Out and Going Further

The children joined Trish (Visual Arts Specialist) to extend the work on our **collaboration** tiles using cement and metal loose parts. The focus was on **working together, taking turns, using gentle hands, listening ears**, which gave the children another opportunity to **consolidate their learning**.



5 - 19 May, Going Further

In our discussions, the children concluded that **being responsible** means *using your thinking brain without being asked*. The children were invited to **create visual representations** of different aspects of the school day where they could **demonstrate their responsibility**. Then they **shared their knowledge** with the children in Pre-Nursery to help with the transition of a new school year.

Daily Schedule



Jobs at School



23 - 31 May, Reflection & Action

Demonstrating their understanding, the children were encouraged to teach each other a skill or experience from their home.



Nora teaching Hindi



Leo teaching Filipino Song



Minato teaching Japanese



Andrew teaching how to make Lego train



Tyler teaching Twinkle, Twinkle



Jai Veer teaching gardening



Ellie teaching Tae Kwon Do



Gabby teaching ballet



Ria teaching Que Sera Sera



Zev teaching how to identify airplanes

Term 4 - Associate

Using Materials to

Explore Straight Line

Focusing on Straight Line and Formation

11 - 15 April, Tuning in and Finding out

During the start of Term 4, the children showed awareness and interest of identifying the first alphabet of their name and their friend's name.

We looked at the lines that form the individual alphabets and extended the learning throughout the weeks.

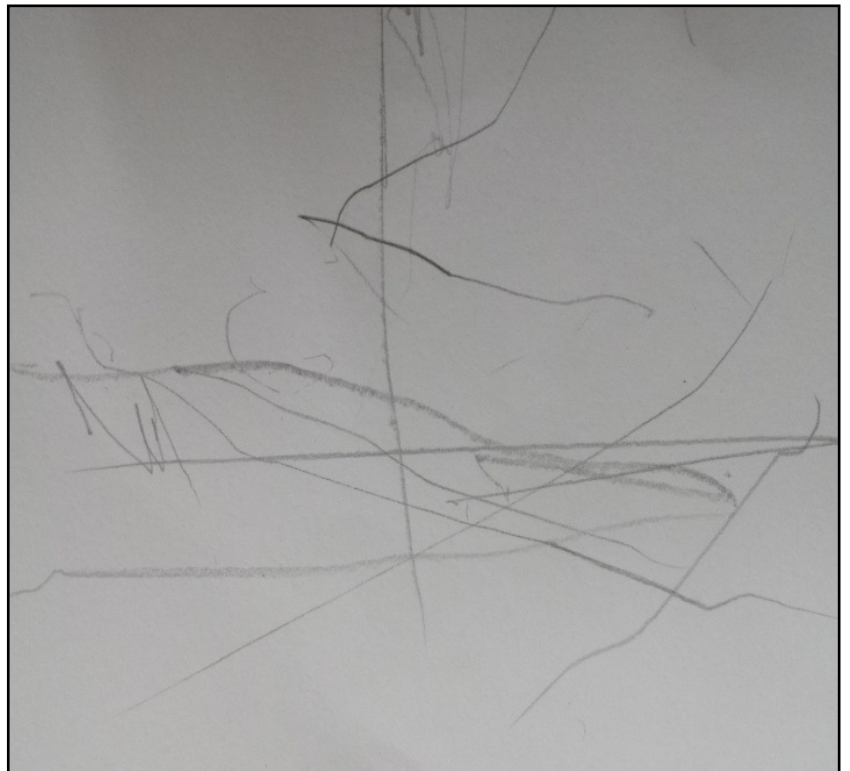
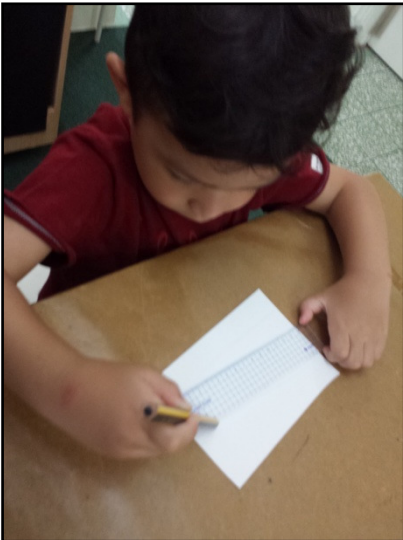


We discussed and shared our thoughts about what straight lines might look like and where can we find them in our environment.



18 April - 22 April, Finding out

We experimented with rulers and set squares to draw straight lines.



25 - 29 April, Finding out

The children explored drawing straight lines with paint.



They also further explored straight lines using tiles.

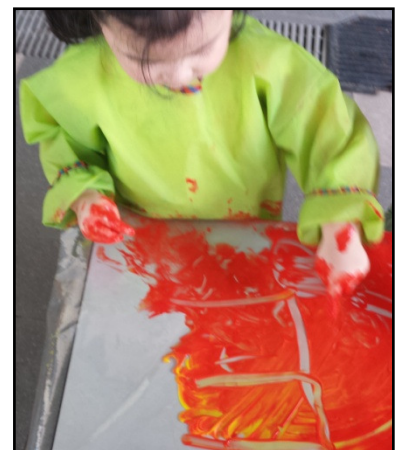


2 - 6 May, Finding out

We discussed and thought about things in the environment that had straight lines in them. We used straight sticks to construct and create the different structures.



We drew lines with our fingers and experiment forming letters.



9 - 13 May, Sorting out

Working together as a group, the children formed straight lines of different directions and length.



16 - 20 May, Sorting out

We built the Double Decker Ducky Bus out of sticks and recycled materials. We incorporated straight lines into our structure.

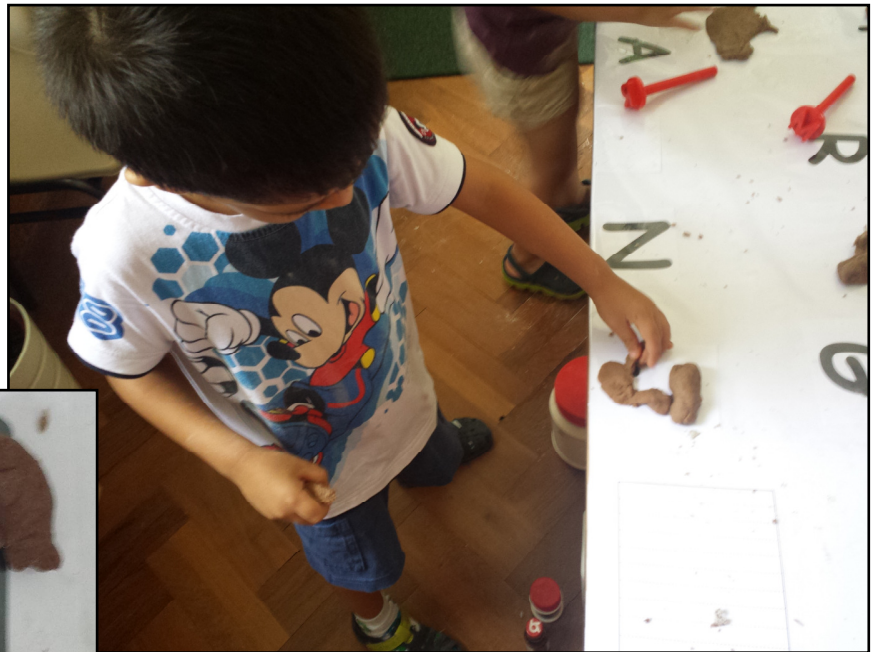


23 - 27 May, Going Further

Some of the children discovered patterns whilst exploring straight lines. Hence they began to investigate patterns deeper.



Other children began to form letters with straight lines.



Another group of children began observing the straight lines that make up letters through letter stamping.

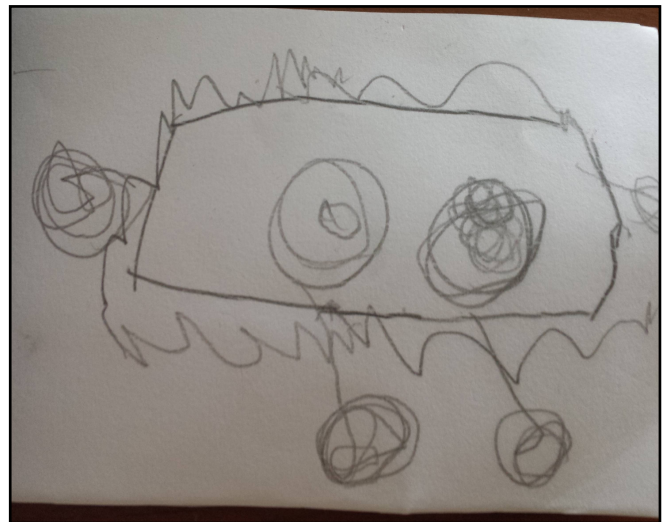
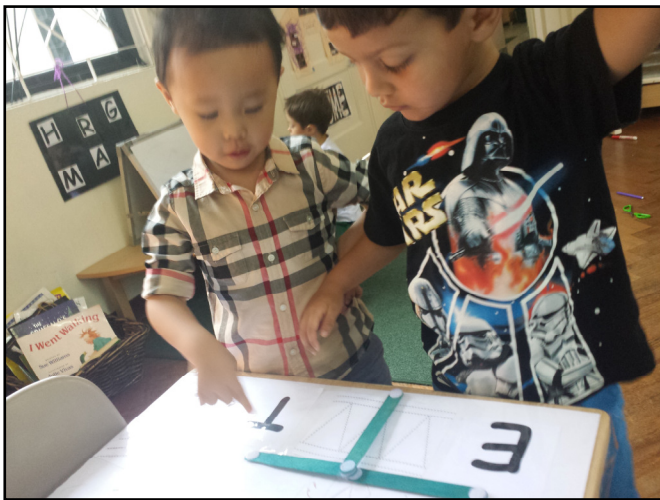


They used their finger to trace the straight lines they found.



30 - 10 June, Reflection & Action

We incorporated straight lines in many ways into our daily experiences.



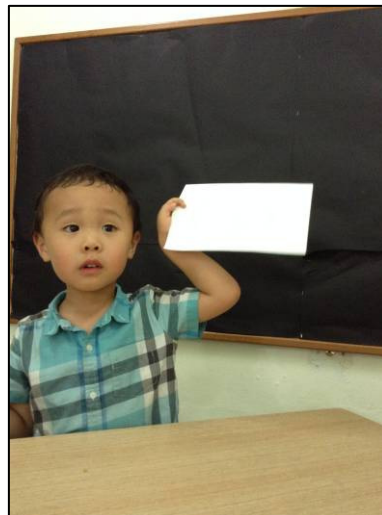
Term 4 - Mandarin

在生活中运用汉语词汇

Using Mandarin Vocabulary in Life

11 - 22 April, Tuning In

在生活中学习华文词汇：帮助身边的朋友，表现出责任，挑战自我，培养积极的学习兴趣，模仿、理解、表达。



The children were observed attempting to use Mandarin vocabulary as they helped their friends. They were demonstrating responsibility and working to challenge themselves. They made an effort to express their interests and understanding.

25 April - 13 May, Finding Out / Sorting Out

探讨自己感兴趣的话题，尝试用华文表达自己已喜欢的物体名称，他们使用不同的语言阐述了自己的想法。组织通过不同的方式使用各种材料，让他们参与活动分享他们的想法。



The children were then invited to express their interests and supported to use Mandarin vocabulary to further discuss. Using a variety of materials, the children created representations to share their thoughts.

孩子们对多种材料感兴趣，通过自己的思考探究自己喜欢的物体，并能用华文表达自己的想法。重点培养孩子们听、说、手眼协调能力，以及巩固他们前面所学习的相关知识。



By focusing on the vocabulary that was previously learned, the children had the opportunity to reinforce their knowledge. Through hands-on experiences, they were able to connect the vocabulary to tangible objects.

16 - 27 May, Going Further

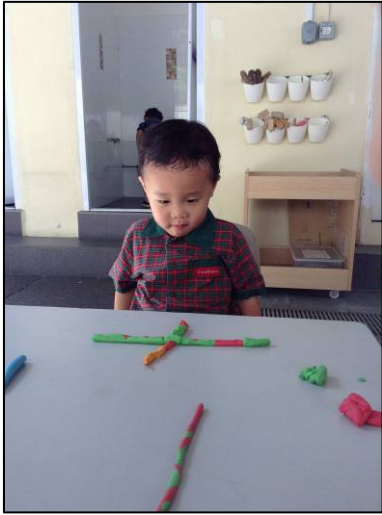
孩子们能对老师提问做出回答，了解自己感兴趣的事物，能用华文表达。
通过用不同材料探究来学习华文词汇以及句型。

The teacher asked questions to find out the things the children were interested in. The children used Chinese expressions to answer. By exploring different materials they were able to extend their Mandarin vocabulary and introduce the use of simple sentences.



30 May - 3 June, Reflection & Action

展示他们对华文的理解，能理解华文句型，知道自己制作物体的名称，对老师的提问有回应，能够用华文表达自己的想法和观点。



The children demonstrated their understanding of the Chinese language. Through daily experiences, they used sentences that could be understood, knew the name of different objects they produce on their own, responded to the teacher's questions, and were able to express their thoughts and opinions using Mandarin.